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ABSTRACT

The Early Childhood Library Specialist (ECLS) concept was first conceived as the Early Childhood Media Specialist, and was written into a proposal that included a curriculum for the training of such media specialists. Cognizant of the interrelationship of the library and media fields, the proposal was adapted to include aspects of children's and school library service, and community service. The program seeks to train enthusiastic college graduates who are interested in the potentials of media use in child development and training, and who can become effective practitioners of early childhood library methods. Additionally, graduates of the program are expected to possess the capabilities for initiating, organizing, and maintaining early learning collections and programs. While the primary function of the program is that of an academic agency concerned with the preparation of professional liberty personnel, it is in an enviable position to make an impact on the community at large. The participation of the five pupil-subjects and the Oxford Manor project confirm this role of The Early Childhood Specialist Program. This annual report of the ECLS program reports on the three components: preparation of early childhood and professional library personnel, parent/child project, and the Early Beginning Center. (Author/SJ)

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North Carolina Central University

School of Library Science

Early Childhood Library Specialist
Program

ANNUAL REPORT.

June 1, 1971-May 15, 1972

by
Tommie M. Young (Mrs.)

FILMED FROM BEST AVAILABLE COPY

Submitted to:
Carnegie Corporation
of New York
Dean of the School
of Library Science

LI 003 706

NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, NORTH CAROLINA 27707

SCHOOL OF LIBRARY SCIENCE
CARNEGIE FELLOWSHIP PROGRAM

May 16, 1972

Mrs. Barbara Finberg
Administrative Associate
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

Dear Mrs. Finberg:

I am pleased to submit this Annual Report of the Early Childhood Library Specialist Program of the School of Library Science, North Carolina Central University.

Our Program has proven to be all that we had hoped for, and we anticipate its relevance to the profession of librarianship and the cause of "child advocacy" to be for reaching.

Personally, I am gratified that you and your organization accepted the proposal, and allowed me the opportunity to "work-out" my ideas and test their feasibility.

Dean Phinazee and I feel that it has been a good year, and we look forward to striving toward an even better one in the year ahead.

Respectfully submitted,

Tommie M. Young

(Mrs.) Tommie M. Young
Director
Early Childhood Program

cc: Dean A.L. Phinazee
TMAY: bkr

The Early Childhood Library Specialist concept was first conceived as the Early Childhood Media Specialist, and was written into a proposal that included a curriculum for the training of such "Media" specialist. Cognizant of the interrelationship of the library and media fields, and the often synonomous use of the terms, the proposal was adapted to include aspects of children's library service, school library service, and community service.

The Program as designed seeks to train enthusiastic college graduates who are interested in the potentials of media-use in child development and training, and who can become effective practitioner of early childhood library methods. Additionally, graduates of the Program are expected to possess the capabilities for initiating, organizing, and maintaining early learning collections and programs. While the primary function of the Program is that of an academic agency concerned with the preparation of professional library personnel, the Program is in an enviable position to make an impact on the community at large. The participation of the five pupil-subjects and the Oxford Manor project confirm this role of The Early Childhood Specialist Program.

Planning

During the summer of 1971, Mrs. Tommie Young, director of the Program, spent two months traveling and observing exemplary programs as would suggest pertinence for the ECLS due to begin in September. New York and California were among the major sites visited.

In New York: Brooklyn School System, District 23; Banks Street College of Education; Infant Schools, and the New York Public Library. In California: Far West Educational Laboratory (Berkeley), Oakland Public Schools (Headstart and Follow-Through), and the San Francisco Public Library.

Pictures were taken, interviews taped, and materials collected at these sites.

Program

The ECIS Program consists of three components, 1) preparation of early childhood and professional library personnel, 2) parent/child project, 3) Early Learning Center.

1) Four Carnegie Fellows began in the training program in September. They are:

- Jacqueline Burnette, B.S., D.C. school-teacher
- Priscilla Hoover, B.S., Durham housewife
- Olivia Richardson, B.S., unemployed Durham school-teacher
- Lillian White, B.S. Public Librarian (Durham)

Student Experiences.

In addition to the nine semester hours of Early Childhood courses these students also undertook field trips to:

- Jeffreys Grove (open classroom concept) Raleigh, N.C.
- Child Development Center (LINC) Greensboro, N.C.
- Washington, D.C. Public Library
- Practicum Sites

Additional experiences included:

- Library School Seminars
- Meetings with Consultants
- Parent Practicum

Practicum Sites included:

- Durham Public Schools (K-3)
  East End
  R.N. Harris
- Headstart
  McDougald Terrace
  New Bethel Baptist Church
- Public Libraries

Bragtown Branch (Durham Public)
McDougald Terrace Branch (Durham Public)

. Public Housing Authority
Oxford Manor

Each student spent six weeks in the Early Learning Center, and six weeks in "the field". The Oxford Manor experience proved to be an outstanding one and has become a "Community Model". (See attached: "The 'Little Laboratory' at Oxford Manor")

2) Six days, January 17-22, were devoted to the Parent Practicum (See Report of The Parent Practicum). The Practicum (I) was the introductory phase of the parent education aspect of the Parent/Child Project. Twenty-five "observers" were invited to "sit-in" on The Practicum activities that ran the gamut from "pedagogical premises of the parent as teacher", to "how to play a learning game with your child". Eighty-eight persons attended the "public program" held on a mid-week night and featured the "world of children's books".

Consultants for The Practicum included

. Mrs. Bertha Addison, Consultant
Far West Educational Laboratory
Berkley, California

. Mrs. Harriet Brown, Supervisor
District 23 School Libraries
Brooklyn Public Schools
Advisor: Sesame Street and Electric Company
Brooklyn, New York

. C. James Dyer, Ed. D.
Associate Professor of Education
North Carolina Central University
Durham, North Carolina

. Mrs. Ginny Graves, Director
Discovery Series
Johnson County Public Library
Shawnee Mission, Kansas

. Robert Gregory, Consultant
State Department of Public Instruction
Television Services
Raleigh, North Carolina

. Mrs. Della Horton
Parent Work Coordinator and Trainer
Demonstration and Research Center for Early Education
George Peabody College for Teachers
Nashville, Tennessee

Parents and Children in The Parent/Child project include:

. Mrs. Brady Davis (mother of three, employed, head of household.) She is a college graduate, has a "low-middle" family income, and the family lives in a rented dwelling. She is the mother of Lafayette, who was age three when she began in the "mediated instructional" program January 24.

. Mrs. Patricia Evans (mother of two, recently remarried,) has a high school education, and is employed as a "ward clerk." The family has a "low-middle" income, and lives in a rented dwelling.
Twana, the younger daughter was 2.9 years when she began in our Program.

. Mrs. Rita Roberts (mother of one child, Edward,) is a college graduate, is employed, and the family is buying the home. The family income is "middle" Edward was three when he began in the program.

. Mrs. Wallace Toole (mother of three, Mikell is the only boy) is a full-time homemaker, and a college graduate. The family owns its home, and have an upper middle income.
Mikell was two years and nine months when he began in our Program.

. Mrs. Mattie Watson (is the mother of eight children; Derrick is the youngest). The father is a cook by trade, and the mother is a full-time homemaker. They live in a public housing complex, and have a "low" income.
Derrick was three when he began in our Program.

Although "low income" parents and children were given first preference in the selection of the parent/child participants, lack of transportation, and employment prevented some mothers from enrolling in the project. Two of our mothers, however, Mrs. Davis and Mrs. Evans are employed and adjust their work schedules to the child's schedule. It became necessary to settle for parents who would assume the responsibility for getting the child to us, following through on the home instruction, and attending the Center

experience and the parent conferences. The location of the University may have been a factor however, as Oxford Manor parents who are in direct proximity to the "community house", came in large numbers.

The children who will spend their third, fourth, and fifth years with us; have not attended other preschool programs. The faculty of the Psychology Division of the Department of Education are testing the children at six month intervals. Although we provide tests for our control group of children as a means of ecaluating the three-year experience, we are not recommending this procedure as a pattern for most of the types of programs that we anticipate will evolve from these experiences. Stanford-Binet is the instrument recommended by the Psychology Division, and accepted by the Program. The EC Specialist students participate in these experiences, maintain the records, and keep anecdotal notes on each child.

3) The Early Learning Center is a combination of an early childhood classroom, a media-library center, and a "playroom". It is designed and arranged to accommodate a color code system. Materials are classified according by Dewey and arranged by interest (color).

Activities are designed so that the Specialist may "follow through" from day-to-day, on a particular strategy or may satisfy a specific goal within the one experience.

Strategies include reinforcement experiences in:

- Language development
- Pre-reading skills
- Self-awareness and personal being
- Creativity and imagination
- Coordinative skills
- Socialization (our world and ourselves)
- Listening skills
- Logic and reasoning

Children explore all types of books--"tactile, mobile, novelty, talking, etc.." Children "play with" tactile alphabets, visual-oriented alphabets, kinesthetic alphabets, etc.. They count on the abacus, play number "hop-scotch", and ride their favorite story-books in the various vehicles. They find their favorite animal's habitat on the "map", feed the fish, plant seeds, and go on "discovery trails". Whatever is discovered is followed up in the "pre-encyclopedia". Time is available for viewing a favorite program and to "tell what you saw", also "describe" what you hear," etc..

Staff The immediate ECLS Program staff includes the Director and a part-time secretary.

The Director teaches two courses in addition to the myriad activities attendant upon such a Program. Having conceived of the "concept" she is involved in developing it, improving and revising it, and articulating it to students, professionals, and other interested parties. She selects the material for the Center, supervises the organization and maintenance of these quarters, supervises scheduling of "observations", maintains student and financial records, answers correspondences, and prepares releases for publication.

The Program conceives of itself as a change-agent in effecting new roles and services in librarianship and in such a role the Director serves as consultant when called upon. Participation of the Director during the past year includes:

Consulting Services, Participation, Etc.,

- North Carolina Home Economics Convention
- Public Schools (Durham City, Durham County)
- Two Civic Groups (WIAPV, NAACP)
- One Child Development Center (Duke University, Winston-Salem State)
- Educational Laboratories (LINC Planning Conference)
- Governor's Conference on Child Abuse (N.C.)

. Endowment for the Humanities
. ESEA Proposal Evaluator
. North Carolina Library Association
. Conference on International Education
. Orange-Wake Counties Home Economics Association
. Inducted into Kappa Delta Pi Fraternity (Duke University)
. Southern Association Accreditation Committee

Services:

Despite the limited staff, the Program seeks to extend the kinds of services that it wishes to demonstrate as exemplary of the "early childhood librarianship" concept. Services to date include: 1) observation visits 2) publications, 3) consultation, 4) source materials and references, 5) workshops and conferences.

1) Observation visits. Statistics on visitors began in January 1972, and the following are revealed:

Two-hundred observers visited the Program from January to May. Types of agencies represented by observers-

. Library (School, Public, State, Education, Special)
. Public School (N.C.)
. Colleges and Universities (Education classes, Home Ec.,)
. Social Welfare (N.Y., N.C.)
. Headstart (Operation Breakthrough)
. State Education Departments (New York; Board of Governors, N.C.)
. Women's Clubs
. Civic Organizations
. Industry
. Medical profession
. Parents Groups
. Preschool groups
. Public Housing Authority

Areas represented by observers:

. Alabama
. California
. Connecticutt
. Delaware
. District of Columbia
. Georgia
. Illinois
. Indiana
. Kansas
. Louisiana
. Maryland
. New York
. North Carolina
. Mississippi
. Ohio
. South Carolina
. Tennessee
. Wisconsin

Inquiries that have been received:

Most areas or regions of the Continental U.S.

and

Foreign

- Africa
- Australia
- Guam
- India
- Iran
- Kuwait

As is to be expected the largest number of observers were from North Carolina, and the Deputy Librarian from Australia is due for an "Observation Visit" in July

A slide presentation and the Visitor Information sheet are provided for each observer. Pupils and Specialists in action may be observed through the two-way observation mirror available for this purpose.

2) The Report of The Parent Practicum, General Information, Visitor Guide, and the Directory of Manufacturers of Learning Games and Toys are the publications released by the Program, September 1971-May 1972.

3) Consultation (see Director under Staff)

4) Materials collection includes: "Parents Library", Early Childhood books, games and toys, catalogs of sources, periodical literature, clippings, pamphlets, pictures, films, and tapes collections.

5) The Parent Practicum, the Parent Practicum Mini-Workshop (April 1972), and the Workshop in Oral Literature (scheduled for July) are representative of the types of activities planned for students, parents, lay and professional personnel.

Future Plans:

1) Continued Program improvement:

2) Publications:
(In Process to date: 1) Multi-media Training Program for Early Childhood Library Aids and Volunteers, 2) Twenty Strategies: Activities for Early Childhood Programs, and 3) Survey of Manufacturers of Learning Toys and Games; Their Use of Educators and Psychologists in Devising Their Materials.

Needs:

Additional staff (clerical and professional), larger quarters, more opportunities for disseminating ideas at professional library meetings, continued and increased administrative support.

Conclusion:

The Early Childhood Library Specialist Program can be a boon to a "modern" public library profession, and a meaningful adjunct to existing programs in early child development. Especially is this true for those who can, and will (if the interdiscipline enthusiasm for the Program is a guage) utilize many of our methods and open the doors and dissolve the walls that persist in separating the professions into rigid compartments that retard the full impact of the good that all seek to do and can do for the child.

It has been a marvellous year--a grand challenge and a glorious opportunity. We have grown--we feel sure. If the two years ahead are as meaningful as the one past, all of us will be the better having come this way.

To Carnegie Corporation of New York. THANK YOU!

Addenda

ERIC User Note: Newspaper articles and photographs are not reproduced.

Slides

Column I.....	Early Learning Center Activities
Column II.....	Library Specialist Student Activities
Column III.....	Parent Practicum
Column IV.....	Materials Use

THE LEARNING INSTITUTE OF NORTH CAROLINA

1006 LAMOND AVENUE • DURHAM, NORTH CAROLINA 27701 • TELEPHONE: 919-688-8211

March 30, 1972

Mrs. Tommie Young, Director
EARLY CHILDHOOD LIBRARY
SPECIALIST PROGRAM
School of Library Science
James E. Shepard Library
North Carolina Central Univ.
Durham, North Carolina 27703

Dear Tommie:

My visit to Oxford Manor was very enlightening. The two students working there this six weeks appear very enthusiastic about the children and the program. They made me feel very much at home before your arrival.

The more I see of your program the more positive I become that these services are vital. I certainly hope that the Durham Housing Authority becomes involved in the continuation of the services presently being offered at Oxford Manor. If more people could see the project in action, I'm sure they would encourage public librarians to take part in expanding services to "pre-readers."

Thank you for allowing me to visit. It was most helpful.

Sincerely,

LEARNING INSTITUTE
OF NORTH CAROLINA

Jeannie Price
Research Assistant

JP:cp

cc: Annette Phinazee

THE LEARNING INSTITUTE OF NORTH CAROLINA

1006 LAMOND AVENUE • DURHAM, NORTH CAROLINA 27701 • TELEPHONE: 919-688-8211

March 7, 1972

Mrs. Tommie Young
Director of Early Childhood
Library Specialist Program
School of Library Science
James E. Shepard Library
North Carolina Central University
Durham, North Carolina

Dear Tommie:

I thoroughly enjoyed my visit to the Early Childhood Library Specialist Training Center. This center is undoubtedly one of the best I have ever seen. The facilities are excellent to say the least. I only wish more children had the opportunity to make use of them. The Childhood librarian specialist program has the potential for bringing about real change in the services presently being offered in our public libraries.

I am looking forward to March 20th and my trip to Oxford Manor. Thank you for allowing me to visit. It was a profitable experience.

Sincerely,

Jeannie Price
Research Assistant

JP:bb

cc: Annette Phinazee

Sampling of News Releases About
The Early Childhood Specialist Program

ERIC Newsletter, 5(No. 5, December 1971).

Education Daily. (June 15, 1971).

"Five 3-year-Olds to Spend Three Years in NCCU Library Program". Carolina Times. (October 2, 1971).

Kansas City Star. (Thursday, April 20, 1972), p. 5".

Lampley, Linda. "TV Stimulates "Creative Playing". Durham Morning Herald. (January 27, 1972).

"Librarians". Behavior Today. (August 16, 1971).

"Library Activist to Develop Childhood Program". Carolina Times.

"NCCU Library Project to Aid Children". Durham Morning Herald. (September 24, 1971), p. 19A.

"NCCU Teacher Speaks to Home Economic Association". Carolina Times. (April 1, 1972).

"NCCU Library School Gets $120,000 Grant". Durham Sun. (June 15, 1971).

"School of Library Science Has Received a Grant of $120,000 from the Carnegie Corporation .....". LC Information Bulletin. (August 5, 1971), p. 448.

UNESCO Bulletin for Libraries. 26(No. 2. March-April, 1972).

Early Learning Center
Early Childhood Specialist Program

MAJOR AUDIO-VISUAL EQUIPMENT

Individualized TV (7 in.)	4
Group Size TV (27 in.)	1
Previewers (FS) Individual	3
Record Players	2
FS Projectors (Carousel)	1
FS Projectors sd/ cassette	2
FS Projectors sd/ records	1
16 mm Film Projector	1
8 mm Film Projector	1
Screen	1
Overhead Projector	1
Recorders (Cassette-Player recorder)	2
Players (Cassette)	4
Antenna	1
Phono-Viewer	1
Autoload (FS) Projector	1
Language Master	1
Earphones	10
Distributor	1

MULTI-MATERIALS HOLDINGS BY INTEREST CATEGORIES

RED -	Arts (crafts), Music and Rhythm, General Conceptual Knowledge (+ piano (2 ft.), Rhythm Band	90
GREEN -	Science and Science Number Concepts (+ aquarium, terrarium; 1 frog, 2 fish, 4 plants)	112
BLUE -	Our World and Ourselves (+ child-size stove, refrigerator, sink and cabinet, and dinette set)	120
YELLOW -	Constructs and Manipulatives	100
		438

BOOKS

Hardbacks	611
Paperbacks	313
	924

ENCYCLOPEDIAS

Childcraft	1
Compton's Pre-Encyclopedia	1